Idaho Professional Development Series (IPDS)

Learn practical teaching techniques to adapt for use in your classroom. Interact with colleagues in a productive, motivating learning environment. Expand your knowledge and explore new approaches to enhance your teaching. Workshops are held regionally throughout Idaho. University credit and professional certification are available.

An Overview
The regional training opportunities of the Idaho Professional Development Series are designed for teachers, paraprofessionals, tutors, volunteers, and administrators committed to expanding and enhancing their current practices and knowledge. The Professional Development series is based on modules developed by the National Institute for Literacy and the Northwest Regional Literacy Resource Center (NWRLC) addressing the key needs of Adult Basic Education (ABE) practitioners. Theory, demonstration, practice, structured feedback, application, and reflection are integral components of each training opportunity. Comprehensive learning strategies have been built into each workshop. The workshops are designed employing the best practices in delivering staff development and training. The modules are interactive in that they require reading, reflection, and application of key principles and methodologies. The modules were developed for practitioners by practitioners to maximize relevance and transferability of material. Pre-registration is required.

ABE Certification
* The State Department of Education, Office of Adult Education is working with the University of Idaho in an effort to fold the PDS content modules into the U of I degree and certification degree programs. This might eventually mean that PDS training will translate into credit towards an Adult Education certificate and Adult Education BA and/or MA degree. Look for more information in the coming year.

Core Modules

Adults as Learners, Clients, and Partners
This two-day workshop is a practical interactive two-day workshop that enhances the participants' teaching practices with adult learners. It requires participants to extract adult learning theory from personal and experimental activities. Through case studies and cooperative learning activities, participants learn the importance of integrating three dimensions of adult learning theory into their practice. Participants learn how to engage their learners in self-directed behaviors, critical thinking, and self-reflection. The training culminates in participants integrating the concepts learned into their own lesson plans. Upon completion of this two day course, participants will be able to:

* principles of adult learning and development to their teaching;
* assist and facilitate the adults' process of learning;
* describe, understand, and adopt a theory of adult learning consisting of the
* interrelationships of motivation, cognition, and socio-cultural context;
* apply the three dimensions of motivation, cognition, and socio-cultural context to real life teaching and learning settings; and
* adapt their teaching style to being more facilitative and learner directed through cooperative and collaborative learning activities.

Math as Problem Solving
New and exciting approaches to teaching mathematics have been developed by the National Council of Teachers of Mathematics (NCTM). This two-day workshop explores the first NCTM math standard. Math as problem solving starts with the belief that building math instruction from real world problem situations enables learners to develop concepts and understanding, to utilize strategies and computations in context,

and to break dependence on memorized rules. This is accomplished by emphasizing hands-on activities and the use of problem solving strategies. By the end of the workshop participants will be able to:

- assess the language needs of their students; and
- choose appropriate methods and techniques based on student need.

English as Second Language Series

Communicative ESL

This two-day workshop will introduce the ESL practitioner to instructional methods and techniques to develop communicative competence in ESL students. The training is aimed at individuals seeking a basic understanding of theoretical foundation in communicative approaches of teaching ESL. A strong emphasis in lesson planning will be included. By the end of the workshop participants will be able to:

- distinguish between structural and communicative approaches to language teaching;
- articulate the value of needs assessment in the ESL teaching process;
- develop a lesson plan that addresses oral fluency at a particular state of language acquisition.

Developing Oral Fluency

This one-day workshop is designed for ESL instructors interested in developing lessons to teach oral language fluency at all levels. By the end of the workshop participants will be able to:

- identify stages of acquisition a learner goes through in developing oral fluency;
- choose appropriate methods for developing oral fluency based on each stage of language acquisition;
- practice techniques for developing oral fluency;
- describe the environment that encourages oral fluency;
- distinguish between methods that encourage versus those that inhibit fluency; and
- reflect more critically about and apply the strategies. By the end of the workshop participants will be able to:
- connect the goals of adult basic math education with the NCTM standards;
- identify and apply at least six problems
- recognize and respond to the emotions and attitudes teachers and students face when trying to apply problem solving strategies; and
- experience some fun with mathematics.

Teaching Strategies for Multi-level ESL

This two-day workshop is designed for the teacher who is faced with the challenge of meeting needs of students who are non-native speakers of English in multilevel classes. The workshop is designed to model cooperative learning techniques and strategies. By the end of this workshop participants will be able to:

- recognize the causes of multilevel classes;
- learn and experience some cooperative learning strategies and techniques for dealing with multilevel ESL classes; and
- increase their knowledge of cooperative learning theory.

Teaching the Reading Process

This two-day workshop is a critical component of professional development for all basic skills instructors. In an experiential and hands-on learning environment, participants explore theory, strategies, and activities focused on meaningful reading instruction. Underlying the module is the premise that reading is a process of language development for all students. Upon completion of this workshop, participants will be able to:

- increase understanding of the reading process;
- recognize the developmental nature of achieving reading literacy;
- determine ways to identify adult learners' purposes, abilities, experiences, and strengths;

- identify characteristics of successful instructional approaches to reading; and
- develop specific instructional strategies and designs.

Additional Modules
TELT: Training Effective Literacy Tutors
This one to two-day course was designed to provide high quality training for teachers, volunteers, paraprofessionals, and developmental educators in Idaho. The training is based on specific research indicating what the attributes of an effective tutor are. It is designed to create excellent tutors by equipping them with the knowledge and skills necessary to excel. The training was designed to equip tutors to be culturally sensitive, work with different learning and teaching styles, understand the adult learner, assess the students ability to set and achieve learning objectives, and become familiar with the training materials provided. By the end of the workshop participants will:

- understand the variety of backgrounds and differences of adult learners and know the basic principles of adult learning;
- be aware of differences of culture and value systems and be able to adjust to those differences;
- be able to identify and teach to a variety of learning styles;
- have a basic understanding of what a learning disability is;
- be able to assess a student's skill level;
- be able to use strategies/materials presented in the workshop; and
- be able to design a lesson appropriate to the individual student's literacy needs.
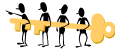
Cooperative Learning
This two-day workshop will introduce the community college instructor and administrator to cooperative learning techniques and strategies. Instructors and administrators from all instructional areas and disciplines will find this workshop is a valuable experience. By the end of the workshop participants will:

- become familiar with the basic theory, concepts, and elements behind cooperative learning;
- gain experience in simple class and team building techniques;
- identify appropriate grouping strategies for structuring group activities that promote positive interactions and meet educational classroom objectives such as critical thinking, concept development, content mastery; and
- be able to design lessons that include basic elements of cooperative learning.

Improving Thinking Skills
This two-day training is designed for adult educators, program planners, and coordinators who are interested in integrating thinking skills such as problem-solving and decision-making into instructional programs. By the end of this training, participants will be able to:

- explore different approaches to thinking;
- identify factors that shape an individual's thinking;
- identify their own thinking processes;
- analyze applied teaching strategies;
- use problem-solving and decision-making processes in the classroom; and
- identify assessment techniques.

Problem Posing
This one day workshop models current ideas about successful teaching and using a participatory approach and the problem posing technique. In this module, instructors use the same techniques they use with students in the classroom. It demonstrates the exploration of students' concerns and problems as a vehicle

for development of critical thinking and problem solving skills, as well as for communicative competence. Cooperative learning, reflection on past and present teaching/learning experiences, and classroom practice help participants learn about and apply the theory. By the end of this workshop, participants will:

- Recognize the goals and principles of participatory problem posing as a technique for teaching critical thinking, problem-solving, and increasing communicative competence;
- Identify key components of the problem posing technique;
- Choose and evaluate appropriate 'codes' for problem posing in the classroom;
- Develop activities to support the 'code' presented in the classroom; and
- Evaluate the level of student participation in an activity.

For more information contact:

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